*Anul școlar:* 2025-2026

*Unitatea de învățământ:* .......................................................................

*Profesor:* ...............................................................................................

*Aria curriculară:* Limbă și comunicare – limbi moderne

*Disciplina de învățământ:* Limba modernă 1. Limba engleză. Clasa a VIII-a

# *Manualul utilizat:* Limba modernă 1. Limba engleză. Clasa a VIII-a, autori: Herbert Puchta, Jeff Stranks, Peter Lewis-Jones, Irina Spătaru, Ioana Tudose; Editura Art Klett, București, 2025

*Număr de ore pe săptămână:* 2 ore

**PLANIFICARE CALENDARISTICĂ ANUALĂ LA LIMBA ENGLEZĂ (L1)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL I** | | | | | |
| **Welcome** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 | * **A** IT problems; IT vocabulary; * **B** Plans and arrangements; Travel plans; Party time; Indefinite pronouns; Arranging a party; * **C** Our endangered planet – promoting eco-friendly behaviours; Question tags; So do I / Neither do I; Accepting and refusing invitations; * **D** Feeling under the weather; Giving advice; Better or worse?; Comparisons | 2 | 1 | Testare inițială |
| **Unit 1 Life plans** | 1.1, 1.2, 1.3,  2.1, 2.2, 3.1,  3.3, 3.4, 4.1,  4.2, 4.3 | * **FUNCTIONS & SPEAKING**   Complaining  Role play: Complaining to a family member  Talking about the future  Expressing possibility, advice / recommendation   * **GRAMMAR**   Present tenses (review)  Future tenses (review)  Modal verbs: *should / shouldn’t, may (not), might (not)*   * **VOCABULARY** Making changes Life plans   **WordWise:** Phrases with *up*   * **PRONUNCIATION**   Linking words with *up*   * **LET’S THINK**   **Train to Think:** Reading between the lines  **Self-esteem:** Life changes   * **SKILLS**   **Reading** Article: I miss my bad habits; Article: For a better life …; Photostory: What’s up with Mia?  **Writing** An email about resolutions  **Listening** A conversation about famous people who started their careers later in life   * **EXTRAS:** Get it right!, Project time 1: Are you in control of your life? (A poster) | 6 | 2-4 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **Unit 2 Hard times** | 1.1, 1.2, 1.3, 2.1,  2.2, 3.1, 3.3,  3.4, 4.1, 4.2,  4.3 | * **FUNCTIONS AND SPEAKING**   Talking about the past   * **GRAMMAR**   Past tenses: past simple, past continuous, past perfect simple (1)  *would* and *used to* (review)  Future in the past   * **VOCABULARY**   Descriptive verbs   * **PRONUNCIATION**   Initial consonant clusters with /s/   * **LET’S THINK**   **Train to Think:** Following an idea through a paragraph  **Values:** Animal rights   * **SKILLS**   Reading Article: Events that shook the world; Article: Family life in 17th-century Britain; Culture: Where life is really hard  **Portfolio** A magazine article about a historical event  **Listening** A class presentation about animals being put on trial   * **EXTRAS:** Get it right!, Project time 2: Historical events that changed cities forever (A video) | 7 | 5-8 |  |
| **Review Units 1 & 2** | 1.1, 1.2, 2.1,  2.2, 3.1, 3.3,  3.4, 4.1, 4.2,  4.3 | Vocabulary and grammar items from Units 1 and 2;  Suggested source: workbook;  Let’s practise! & Test yourself |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL II** | | | | | |
| **Unit 3 That’s**  **entertainment** | 1.1, 1.2, 1.3,  2.2, 3.1, 3.2,  3.3, 3.4, 4.1,  4.2, 4.3 | * **FUNCTIONS & SPEAKING**   Comparing actions  Role play: Making invitations Obligation and necessity   * **GRAMMAR**   Expressing possibility, obligation, permission and prohibition Expressing necessity: *didn’t need to / needn’t have*  Adverbs and comparative adverbs   * **VOCABULARY**   Types of films  Types of TV programmes  **WordWise:** Expressions with *get*   * **PRONUNCIATION**   Intonation – inviting, accepting and refusing invitations   * **LET’S THINK**   **Train to Think:** Identifying the main topic of a paragraph  **Self-esteem:** The film of my life   * **SKILLS**   **Reading** Article: Big films on a small budget; TV listings: different types of programmes; Photostory: Extras  **Writing** A paragraph about your TV habits  **Listening** A conversation about watching too much TV   * **EXTRAS:** Get it right!, Project time 3: The history of film (Synopsis of my favourite film) | 6 | 8-11 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **Unit 4 Science counts** | 1.1, 1.2, 1.3,  2.2, 2.4, 3.1,  3.3, 3.4, 4.1,  4.2, 4.3 | * **FUNCTIONS AND SPEAKING**   Talking about past habits  Talking about imaginary situations Talking about scientific discoveries   * **GRAMMAR**   Phrasal and prepositional verbs  *Make* or *do*?  Second conditional  *I wish*   * **VOCABULARY**   Direction and movement Science   * **LET’S THINK**   **Train to Think:** Thinking about fact and fiction  **Values:** How science helps people  **Train to Think:** Using criteria   * **SKILLS**   **Reading** Blog article: Why aren’t people more interested in science?; Web forum: What should science do next?; Culture: Great scientists  **Portfolio** A blog entry  **Listening** The things kids believe!   * **EXTRAS:** Get it right!, Project time 4: Idea incubation and wise geeks (An album) | 7 | 11-14 |  |
| **Review Units 3 & 4** | 1.1, 1.2, 1.3,  2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 | Vocabulary and grammar items from Units 3 and 4;  Suggested source: workbook;  Let’s practise! & Test yourself |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL III** | | | | | |
| **Unit 5 Keep healthy** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.4,  3.1, 3.2, 3.3,  3.4 | * **FUNCTIONS & SPEAKING**   Talking about your health  Issuing and accepting a challenge   * **GRAMMAR**   Past perfect simple (2)  Past perfect continuous  Past perfect simple vs. past perfect continuous Past perfect continuous vs. past continuous   * **VOCABULARY**   Time linkers  Illness: collocations  **WordWise:** expressions with *right*   * **PRONUNCIATION**   /tʃ/ and /ʃ/ consonant sounds   * **LET’S THINK**   **Train to Think:** Thinking about what makes you happy and healthy  **Self-esteem:** About health   * **SKILLS**   **Reading** Article: Article: 8,000 birds to see in a lifetime; Article: Miracle operations; Photostory: The challenge  **Listening** A presentation on the benefits of exercise   * **EXTRAS:** Get it right!, Project time 5: Eat healthily to save the planet! (A leaflet); Literature: *About a Boy* by Nick Hornby | 6 | 14-17 |  |
| **Final evaluation Units 1–5** |  |  | 2 | 18 |  |
| **Săptămâ-na „altfel”** |  |  |  | 19 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **Unit 6 Rules in my community** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3.2,  3.3, 3.4, 4.2,  4.3 | * **FUNCTIONS AND SPEAKING** Talking about permission Following and giving simple instructions * **GRAMMAR**   The passive voice: present and past passive Third conditional   * **VOCABULARY**   Discipline  Talking about consequences and reasons   * **PRONUNCIATION**   Silent consonants   * **LET’S THINK**   **Train to Think:** Thinking about the importance of rules  **Values:** Play *rock, paper, scissors*   * **SKILLS**   **Reading** Article: Hard times to be a kid; Website contest: The best 50-word stories; Culture: The great escape  **Portfolio** A story about a rescue  **Listening** The game rock, paper, scissors   * **EXTRAS:** Get it right!, Grammar reference, Project time 6: Rules for kids and parents (A class debate) | 7 | 20-23 |  |
| **Review Units 5 & 6** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3.2,  3.3, 3.4, 4.2,  4.3 | Vocabulary and grammar items from Units 5 and 6;  Suggested source: workbook;  Let’s practise! & Test yourself |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL IV** | | | | |  |  |
| **Săptămâna  „verde”** | |  |  |  | 24 |  |
| **Unit 7 What a story!** | 1.1, 1.2, 1.3,  2.2, 2.3, 2.4,  3.1, 3.2, 3.3,  3.4, 4.2, 4.3 | | * **FUNCTIONS & SPEAKING** Telling a story Expressing feelings: frustration * **GRAMMAR**   Relative pronouns  Defining and non-defining relative clauses Relative clauses with *which*   * **VOCABULARY** Types of story Elements of a story   **WordWise:** Expressions with *good*   * **PRONUNCIATION**   The schwa /ə/ in word endings   * **LET’S THINK**   **Train to Think:** Thinking about different writing styles  **Self-esteem:** A better world   * **SKILLS**   **Reading** Article: Everybody loves stories – but why?; Article: Hollywood fairy tales; Photostory: Writer’s block  **Writing** A fairy tale  **Listening** A conversation about a short story   * **EXTRAS:** Get it right!, Project time 7: A biography of a storyteller (A wiki page); Literature: *The Remains of the Day* by Kazuo Ishiguro | 6 | 25-27 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **Unit 8 Right and wrong** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3. 2., 3.3, 3.4, 4.2, 4.3 | * **FUNCTIONS AND SPEAKING**   Reporting what someone said, asked or requested  Giving and reacting to news  Talking about cyberbullying   * **GRAMMAR**   Reported speech: reported statements  Reported questions, requests and imperatives   * **VOCABULARY** Crime Reporting verbs * **PRONUNCIATION**   Intonation – expressing surprise   * **LET’S THINK**   **Train to Think:** Thinking about empathy  **Values:** Respecting the law; Understanding that punishment will follow crime   * **SKILLS**   **Reading** News reports: Thief feels sorry, Father angry victim of online con; Article: Getting creative with crime; Culture: Famous criminals  **Writing** A report of a crime  **Listening** An interview about restorative justice   * **EXTRAS:** Get it right!, Project time 8: The art detective (A newscast) | 6 | 28-30 |  |
| **Review Units 7 & 8** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3.3,  3.4, 4.2, 4.3 | Vocabulary and grammar items from Units 7 and 8;  Suggested source: workbook;  Let’s practise! & Test yourself |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL V** | | | | | |
| **Unit 9 What happened?** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3.2,  3.3, 3.4 | * **FUNCTIONS & SPEAKING**   Expressing present / future / past possibility  Apologising and accepting apologies   * **GRAMMAR**   Modals of present / future possibility  *should(n’t) have*  Modals of past possibility   * **VOCABULARY** Mysteries Expressions with *go*   **WordWise:** *now*   * **PRONUNCIATION**   Moving word stress   * **LET’S THINK**   **Train to Think:** Scientific truth or legend?  **Values:** Thinking carefully before you act   * **SKILLS**   **Reading** Article: The truth is out there; Article: Lost; Photostory: And the hole gets deeper!  **Listening** A short story   * **EXTRAS:** Get it right!, Project time 9: Lost civilisations (A podcast) | 4 | 31-32 |  |

**10**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **Unit 10 Going places** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3.2,  3.3, 3.4, 4.1,  4.3 | * **FUNCTIONS AND SPEAKING** Expressing surprise Discussing nomadic peoples * **GRAMMAR**   Relative clauses (review)  *which* to refer to a whole clause  Omitting relative pronouns Reduced relative clauses   * **VOCABULARY** Groups of people Phrasal verbs * **PRONUNCIATION**   Phrasal verb stress   * **LET’S THINK**   **Train to Think:** Distinguishing fact from opinion  **Values:** Learning from other cultures   * **SKILLS**   **Reading** Article: Refugees bring new life to a village; Blog: From London to Lyon; Culture: Nomadic people  **Writing** An informal email  **Listening** Radio interview about migration in nature   * **EXTRAS:** Get it right!, Project time 10: Exquisite destinations of the world (A travel leaflet) | 6 | 33-35 |  |
| **Review Units 9 & 10** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3.2,  3.3, 3.4, 4.1,  4.3 | Vocabulary and grammar items from Units 9 and 10;  Suggested source: workbook;  Let’s practise! & Test yourself |  |
| **Final evaluation Units 6–10** | 1.1, 1.2, 1.3,  2.1, 2.2, 2.3,  2.4, 3.1, 3.2,  3.3, 3.4, 4.1, 4.2, 4.3 |  | 2 | 36 |  |

**11**

**Competenţele generale și specifice din programa școlară urmărite în unitățile de învățare**

# Receptarea de mesaje orale în situaţii de comunicare uzuală

* 1. Selectarea principalelor idei din programe TV/înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
  2. Identificarea semnificaţiei dintr-o conversaţie obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/expresii
  3. Manifestarea interesului pentru cunoașterea unor personalităţi și evenimente culturale

# Exprimarea orală în situaţii de comunicare uzuală

* 1. Relatarea unei întâmplări/a unor experienţe personale
  2. Participarea la scurte conversaţii în contexte obișnuite, asupra unor subiecte generale
  3. Exprimarea unei sugestii sau a unei reacţii la o propunere în cadrul unui dialog informal
  4. Manifestarea interesului pentru calitatea exprimării/interacţiunii

# Receptarea de mesaje scrise în situaţii de comunicare uzuală

* 1. Deducerea din context a semnificaţiei cuvintelor necunoscute
  2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
  3. Identificarea sensului global al unor articole sau interviuri
  4. Manifestarea interesului pentru înţelegerea diferitelor tipuri de texte

# Redactarea de mesaje în situaţii de comunicare uzuală

* 1. Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare, de cerere, de invitare și de mulţumire
  2. Redactarea de texte simple și coerente pe teme de interes
  3. Manifestarea interesului pentru calitatea redactării